Student Name:	Date of Birth:	SAIS Number:

FORM 2-L/S LISTENING/SPEAKING

STANDARDS STATUS REPORT FUNCTIONAL AND READINESS LEVELS

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Brailler, or printed word.

STANDARD 3: LISTENING AND SPEAKING

Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

FUNCTIONAL (Ages 3-21)

Within the functional contexts of home, school, work, and community environments, and using a variety of receptive (e.g., tangible objects, photographs, pictures, line drawings, symbols, speech) and expressive (e.g., gesture, pointing, sign, assistive technology, augmentative communication device, speech, drawing) communication modes, students know and are able to do the following:

STANDARD 3: LISTENING AND SPEAKING	Comments	Eme	erge	nt	Sup	port	ted	Fun	ction	al	Inde	epen	dent
		See	AST	Γ	See	AST	Γ	See	AST		See	AST	
FUNCTIONAL (Ages 3-21)		Scor	re 1-	3	Sco	re 4-	-6	Scor	re 7- 1	10	Sco	re 11	
LS-FS1. Associate meaningful real-life experiences													
with symbolic language.													
PO 1. Localize sounds or other stimuli in a		P	В	R	P	В	R	P	В	R	P	В	R
communicative context.		1	1	1	4	4	4	7	7	7	11	11	11
		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
Subtotal page 1:													

10/01/03

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STANI	OARD 3: LISTENING AND SPEAKING	Comments	Em	erge	nt	Sup	port	ed	Fun	ction	al	Ind	epen	dent
	TIONAL (Ages 3-21) LS-FS1 continued			AST re 1-			AST re 4-			AST re 7-1			AST re 11	
PO 2.	Locate objects out of view (object permanence)(e.g., reach for crayons in desk, go to refrigerator for items needed to make a recipe, in response to a question "Where isyour lunch?" indicate by gaze that lunch is in backpack, locate spoon if dropped and out of		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 3.	sight). Communicate anticipation of consistent activities and familiar people in daily routines (e.g., door opens/turns head; see or touch shirt/extends arms/turns head; see or feel spoon/moves mouth towards spoon.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9	P 11	B 11	R 11
PO 4.	Associate cues, objects, pictures, and their meaning as symbols to represent activities in schedule/routine (e.g., carpet square-circle time songs, bells-lunch, recess).		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 5.	Identify familiar objects and pictures.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 6.	Associate objects with their functions.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
	l page 2:													
	l page 1:													
Subtota	l pages 1-2:													

Student:	D a	ate of Birth:	SAIS Number:

See AST Score 1-3 See AST Score 1-5 Score 1-	STAND	ARD 3: LISTENING AND SPEAKING	Comments	Er	ner	gent		Sun	port	ed	Fun	ction	<u></u>	Ind	enen	dent
Score 1-3 Score 4-6 Score 7-10 Score 11			Comments			_		_	_		_				_	
Espond to simple l-step directions (e.g., show recognition of name; "Come here, please"; "Look"; "Line up"; inhibits to "no"). P B R P B		TOTALL (IIGOS O ZI)														
PO 1. Respond to simple 1-step directions (e.g., show recognition of name; "Come here, please"; "Look"; "Line up"; inhibits to "no"). PO 2. Demonstrate understanding of 4-10 prepositions, (e.g., in/out, on/off, up/down) using objects and/or self within natural context. PO 3. Follow 2-step related directions (e.g., "Go to the door and open it," "Pick up your clothing and put it in the hamper"). PO 4. Carry out 2 unrelated directions (e.g., "Sit down and read a book"; "Go to the office and pick up the mail"). PO 4. Carry out 2 unrelated directions (e.g., "Sit down and read a book"; "Go to the office and pick up the mail"). PO 5. Communicate a personal experience in a logical sequence using gestures, pictures, drawings, or spoken words. PO 8 R P B R R P B R R P B R R P B R R P B R R R R	LS-FS2.	Follow simple directions.											_ •			
Ce.g., show recognition of name; "Come here, please"; "Look"; "Line up"; inhibits to "no"). 2 2 2 2 5 5 5 5 8 8 8 8 8 8 8 8 8 8 8 8				P]	B	R	P	В	R	P	В	R	P	В	R
here, please"; "Look"; "Line up"; inhibits to "no").		(e.g., show recognition of name; "Come											7	11		11
PO 2. Demonstrate understanding of 4-10 P B R										5			8			
PO 2. Demonstrate understanding of 4-10 P B R		to"no").				3	3	6	6	6	9	9	9			
PO 3. Follow 2-step related directions (e.g., "Go to the door and open it," "Pick up your clothing and put it in the hamper"). PO 4. Carry out 2 unrelated directions (e.g., "Sit down and read a book"; "Go to the office and pick up the mail"). PO 5. Communicate a personal experience in a logical sequence using gestures, pictures, drawings, or spoken words. P B R											10	10	10			
Using objects and/or self within natural context. 2	PO 2.	Demonstrate understanding of 4-10		P	В	R		P	В	R	P	В	R	P		
Context. 3														11	11	11
PO 3. Follow 2-step related directions (e.g., "Go to the door and open it," "Pick up your clothing and put it in the hamper"). PO 4. Carry out 2 unrelated directions (e.g., "Sit down and read a book"; "Go to the office and pick up the mail"). PO 4. Carry out 2 unrelated directions (e.g., "Sit down and read a book"; "Go to the office and pick up the mail"). PO 5. Communicate a personal experience in a logical sequence using gestures, pictures, drawings, or spoken words. PO 6. Describe personal experiences. PO 7. Describe personal experiences. PO 8. R P B R P B R P B R P B R P B R P B R P B R P B R P B R P B R		using objects and/or self within natural							5							
PO 3. Follow 2-step related directions (e.g., "Go to the door and open it," "Pick up your clothing and put it in the hamper"). PO 4. Carry out 2 unrelated directions (e.g., "Sit down and read a book"; "Go to the office and pick up the mail"). PO 4. Carry out 2 unrelated directions (e.g., "Sit down and read a book"; "Go to the office and pick up the mail"). PO 5. Communicate a personal experience in a logical sequence using gestures, pictures, drawings, or spoken words. PO 6. P 8 R P		context.		3	3	3		6	6	6	-					
"Go to the door and open it," "Pick up your clothing and put it in the hamper"). 1											+					
Clothing and put it in the hamper").	PO 3.	1														
PO 4. Carry out 2 unrelated directions (e.g., "Sit down and read a book"; "Go to the office and pick up the mail"). LS-FS3. Communicate a personal experience in a logical sequence using gestures, pictures, drawings, or spoken words. P B R P B R P B R P B R P B R P B R P B R P B R P B R P B R		_ , ,												11	11	11
PO 4. Carry out 2 unrelated directions (e.g., "Sit down and read a book"; "Go to the office and pick up the mail"). LS-FS3. Communicate a personal experience in a logical sequence using gestures, pictures, drawings, or spoken words. PO 1. Describe personal experiences. PO 2. Carry out 2 unrelated directions (e.g., P B R P B R P B R P B R P B R P B R P B R P B R P B R P B R		clothing and put it in the hamper").														
PO 4. Carry out 2 unrelated directions (e.g., "Sit down and read a book"; "Go to the office and pick up the mail"). LS-FS3. Communicate a personal experience in a logical sequence using gestures, pictures, drawings, or spoken words. P B R				3	3	3		6	6	6						
"Sit down and read a book"; "Go to the office and pick up the mail"). LS-FS3. Communicate a personal experience in a logical sequence using gestures, pictures, drawings, or spoken words. PO 1. Describe personal experiences. 1 1 1 1 4 4 4 4 7 7 7 7 7 111 11 11 11 11 11 11 11 11 1	DO 4							_								
office and pick up the mail"). 2 2 2 5 5 5 8 8 8 8 8 8 9 9 9 9 9 10 10 10 10 LS-FS3. Communicate a personal experience in a logical sequence using gestures, pictures, drawings, or spoken words. PO 1. Describe personal experiences. P B R P B R P B R P B R	PO 4.	• • • • • • • • • • • • • • • • • • • •														
LS-FS3. Communicate a personal experience in a logical sequence using gestures, pictures, drawings, or spoken words. PO 1. Describe personal experiences. 3 3 3 3 6 6 6 6 9 9 9 9 10 10 10 10		, , , , , , , , , , , , , , , , , , ,												11	11	11
LS-FS3. Communicate a personal experience in a logical sequence using gestures, pictures, drawings, or spoken words. PO 1. Describe personal experiences. P B R P B R P B R P B R		office and pick up the mail?).														
LS-FS3. Communicate a personal experience in a logical sequence using gestures, pictures, drawings, or spoken words. PO 1. Describe personal experiences. P B R P B R P B R P B R				3	3	3		0	0	0						
logical sequence using gestures, pictures, drawings, or spoken words. PO 1. Describe personal experiences. P B R P B R P B R	I C EC2	Communicate a nauganal armanianas in a									10	10	10			
or spoken words. PO 1. Describe personal experiences. PBRPBRPBRPBRRPBR		<u>-</u>														
PO 1. Describe personal experiences. PBRPBRPBRRPBR	_	• • • • • • • • • • • • • • • • • • • •														
				P	R	R		P	R	R	P	R	R	P	R	R
	101.	Describe personal experiences.				1		4	4			7	7	11	11	
$\begin{bmatrix} 1 & 1 & 1 & 1 & 1 & 1 & 1 & 1 & 1 & 1 $																4.1
$\begin{bmatrix} 2 & 2 & 2 & 2 & 3 & 3 & 6 & 6 & 6 & 9 & 9 & 9 \end{bmatrix}$																
$oxed{10 10 10}$					-	-			-	-	-					
Subtotal page 3:	Subtota	l page 3:											-			
Subtotal pages 1-2:		1 9														
Subtotal pages 1-3:																

Student:	Date of Birth:	SAIS Number:

STANDARD 3: LISTENING AND SPEAKING	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) LS-FS3 continued		See AST	See AST	See AST	See AST
		Score 1-3	Score 4-6	Score 7-10	Score 11
PO 2. Relate events or personal experiences		P B R	P B R	P B R	P B R
sequentially.		1 1 1	4 4 4	7 7 7	11 11 11
		2 2 2	5 5 5	8 8 8	
		3 3 3	6 6 6	9 9 9 10 10	
LS-FS4. Use effective basic language structure and				10 10 10	
form.					
PO 1. Imitate strings of words and gestures.		P B R	P B R	P B R	P B R
		1 1 1	4 4 4	7 7 7	11 11 11
		2 2 2	5 5 5	8 8 8	
		3 3 3	6 6 6	9 9 9	
				10 10 10	
PO 2. Receptively understand a predetermined		P B R	P B R	P B R	P B R
number of words.*		1 1 1	4 4 4	7 7 7	11 11 11
*IEP team specifies number.		$\begin{bmatrix} 2 & 2 & 2 \\ 2 & 2 & 2 \end{bmatrix}$	5 5 5	8 8 8	
		3 3 3	6 6 6	9 9 9 10 10 10	
PO 3. Functionally express a predetermined		P B R	P B R	P B R	P B R
number of words.*		1 1 1	4 4 4	7 7 7	11 11 11
*IEP team specifies number.		$\begin{bmatrix} 1 & 1 & 1 \\ 2 & 2 & 2 \end{bmatrix}$	5 5 5	8 8 8	
121 team specifies number.		$\begin{bmatrix} 2 & 2 & 2 \\ 3 & 3 & 3 \end{bmatrix}$	6 6 6	9 9 9	
				10 10 10	
PO 4. Communicate using 2-5 words together.		P B R	P B R	P B R	P B R
		1 1 1	4 4 4	7 7 7	11 11 11
		2 2 2	5 5 5	8 8 8	
		3 3 3	6 6 6	9 9 9	
				10 10 10	
Subtotal page 4:					
Subtotal pages 1-3:					
Subtotal pages 1-4:					

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STANDA	ARD 3: LISTENING AND SPEAKING	Comments	E	me	erge	ent	Sup	port	ted	Fun	ction	al	Ind	epen	dent
FUNCT	IONAL (Ages 3-21) LS-FS4 continued		S	ee	AS	T	See	AST	Γ	See	AST	•	See	AST	ı
			S	co	re 1	1-3	Sco	re 4	-6	Sco	re 7-	10	Sco	re 11	
PO 5.	Use simple sentences.		P)	В	R	P	В	R	P	В	R	P	В	R
			1		1	1	4	4	4	7	7	7	11	11	11
			2		2	2	5	5	5	8	8	8			
			3		3	3	6	6	6	9	9	9			
										10	10	10			
	Share ideas, information, opinions														
(prefere	nces/interests), and questions.														
PO 1.	Indicate needs, wants, pleasure, and		P	•	B	R	P	В	R	P	В	R	P	В	R
	displeasure through non-symbolic/pre-		1		1	1	4	4	4	7	7	7	11	11	11
	linguistic communicative behaviors (e.g.,		2		2	2	5	5	5	8	8	8			
	cries, laughs, vocalizations, movements,		3		3	3	6	6	6	9	9	9			
	touches, and gaze).									10	10	10			
PO 2.	Initiate intentional communicative		P)	В	R	P	В	R	P	В	R	P	В	R
	behavior to gain attention; protest; make		1		1	1	4	4	4	7	7	7	11	11	11
	choices; indicate wants; start, continue,		2		2	2	5	5	5	8	8	8			
	restart, or end activity (e.g., touches adult		3		3	3	6	6	6	9	9	9			
	to indicate "more"; places adult hand on									10	10	10			
	desired object; pushes object away;														
	crying).														
PO 3.	Indicate wants for activities, items, or		P	,	В	R	P	В	R	P	В	R	P	В	R
	people that cannot be seen nor heard		1		1	1	4	4	4	7	7	7	11	11	11
(e.g.,	cookies in the cupboard).		2		2	2	5	5	5	8	8	8			
· 0 /	• /		3		3	3	6	6	6	9	9	9			
										10	10	10			
PO 4.	Respond to and respond with "yes" and		P)	В	R	P	В	R	P	В	R	P	В	R
	"no" (e.g., yes/no card, sign, shaking		1		1	1	4	4	4	7	7	7	11	11	11
	one's head yes/no).		2		2	2	5	5	5	8	8	8			
	,		3		3	3	6	6	6	9	9	9			
										10	10	10			
Subtotal	page 5:														
Subtotal	pages 1-4:														
Subtotal	pages 1-5:														

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STANDA	RD 3: LISTENING AND SPEAKING	Comments	Em	erge	nt	Sup	port	ted	Fun	ction	al	Ind	epen	dent
FUNCTIO	ONAL (Ages 3-21) LS-FS5 continued		See	AS	Γ	See	AS	Γ	See	See AST				
			Sco	re 1	-3	Sco	re 4	-6	Sco	re 7-1	10	Sco	re 11	
PO 5.	Communicate physical and emotional		P	В	R	P	В	R	P	В	R	P	В	R
	needs in response to questions (e.g.,		1	1	1	4	4	4	7	7	7	11	11	11
	"What's the matter?" "What do you want		2	2	2	5	5	5	8	8	8			
	to do?" "What do you want to eat?").		3	3	3	6	6	6	9	9	9			
									10	10	10			
PO 6.	Ask for assistance (e.g., bathroom,		P	В	R	P	В	R	P	В	R	P	В	R
	position change, buttons, directions for		1	1	1	4	4	4	7	7	7	11	11	11
	turning on computer, using a tool,		2	2	2	5	5	5	8	8	8			
	preparing a meal).		3	3	3	6	6	6	9	9	9			
									10	10	10			
PO 7.	Make comments appropriate to the		P	В	R	P	В	R	P	В	R	P	В	R
	activity (e.g., "Look at my picture"; look		1	1	1	4	4	4	7	7	7	11	11	11
	with interest at object, touch/comment on		2	2	2	5	5	5	8	8	8			
	object).		3	3	3	6	6	6	9	9	9			
									10	10	10			
PO 8.	Communicate intended actions (e.g., "I'm		P	В	R	P	В	R	P	В	R	P	В	R
	leaving"; "I'm playing over there"; "I'm		1	1	1	4	4	4	7	7	7	11	11	11
	going on break").		2	2	2	5	5	5	8	8	8			
			3	3	3	6	6	6	9	9	9			
									10	10	10			
PO 9.	Initiate and respond to at least three		P	В	R	P	В	R	P	В	R	P	В	R
	different interrogative questions (e.g.,		1	1	1	4	4	4	7	7	7	11	11	11
	"why," "how," "who," "what," "where,"		2	2	2	5	5	5	8	8	8			
	and "when").		3	3	3	6	6	6	9	9	9			
	,								10	10	10			
PO 10.	Relate personal information (e.g.,		P	В	R	P	В	R	P	В	R	P	В	R
	identifies self with name/sign, knows first		1	1	1	4	4	4	7	7	7	11	11	11
	and last name, telephone number, displays		2	2	2	5	5	5	8	8	8			
	identification card).		3	3	3	6	6	6	9	9	9			
	,								10	10	10			
Subtotal	l page 6:													
	l pages 1-5:													
	r	7	I			1			ı			I		
		7												

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Subtotal pages 1-6:			

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STANDARD 3: LISTENING AND SPEAKING	Comments	Em	Emergent Supporte		ed	Functional			Independent				
FUNCTIONAL (Ages 3-21) LS-FS5 continued			AST re 1-			AST re 4-			AST re 7 -1			AST re 11	
PO 11. Demonstrate beginning problem solving, alternative solutions, or negotiation skills (e.g., if/what situations -"If we can't go to the video store now, can we go		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9	B 7 8 9	R 7 8 9	P 11	B 11	R 11
after dinner?") LS-FS6. Listen and respond to stories, poems, nonfiction, and age-appropriate music.								10	10	10			
PO 1. Attend to stories, television, videos, or games for 5-10 minutes.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 2. Anticipate patterns in familiar stories (e.g., repeating phrases, rhyming).		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 3. Answer simple questions related to familiar story (e.g., "Was there a dog in the story?" "What is the dog's name?").		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 4. Relate personal experiences to story.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
Subtotal page 7:									-				
Subtotal pages 1-6: Subtotal pages 1-7:													

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STANDARD 3: LISTENING AND SPEAKING	Comments	Em	erge	ent	Sup	port	ted	Fun	ction	al	Ind	epen	dent
FUNCTIONAL (Ages 3-21)		See	AS	Г	See	AS	Γ	See	AST		See	AST	1
		Sco	re 1	-3	Sco	re 4	-6	Sco	re 7 -1	10	Sco	re 11	
LS-FS7. Participate in group discussions, activities, or peer/adult interactions.													
PO 1. Participate during ongoing social		P	В	R	P	В	R	P	В	R	P	В	R
interaction (e.g., comments; small talk on		1	1	1	4	4	4	7	7	7	11	11	11
playground or in break room; or		2	2	2	5	5	5	8	8	8			ļ
acknowledging through nodding/smiling).		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 2. Converse for 2-3 turns (e.g., using rules of		P	В	R	P	В	R	P	В	R	P	В	R
conversing related to initiating		1	1	1	4	4	4	7	7	7	11	11	11
conversation, wait time, turn taking, and		2	2 3	2 3	5	5	5	8	8	8			
maintaining topic of		3	3	3	6	6	6	9	9	9			ļ
conversation).								10	10	10			
READINESS (Kindergarten)													
A. Tell or retell a personal experience or creative story in a logical sequence using various communication modes.													
B. Follow simple directions.													
C. Share ideas, information, opinions, questions, preferences, and interests.													
D. Listen and respond to stories, poems, and nonfiction.													
E. Participate in group discussions or peer/interactions.													
Subtotal page 8:													
Subtotal pages 1-7:													
LISTENING/SPEAKING TOTALS: (pages 1-8)													

SCORING: To obtain Listening/Speaking score, add scores obtained in the Listening and Speaking subtotals from each column (i.e., Emergent, Supported, Functional, and Independent). Record the total score below.

Student:	_ Date of Birth:	SAIS Number:
Total Listening and Speaking Score/Form 2L/S:		